

Standard 1: Reading

Readiness

1. Identify characters in a story and retell stories in sequence

****activities **** Character Pathway Dances, Character Tableau With Movement, Exploring Text Through Movement and I Come From

1AD R7 Show respect for personal work and the work of others . . .

1AD F3 Discuss own impressions (e.g. based on life experiences, concepts from other sources) of a dance

PO1 Observe and discuss a dance

PO2 Describe selected parts of a dance

PO3 Discuss how dance relates to personal experience

3AD R1 Respond verbally to creative works of others . . .

PO1 Describe the elements of movement in the creative works of others

PO2 State positive comments regarding the work of peers

3AD F1 Present their own dances to peers and discuss their meaning . . .

PO2 Describe what their dance is about

PO3 Explore the choices made to create the dance

3AD R3 Identify elements on which to base aesthetic judgment . . .

PO1 Identify the emotional qualities . . .demonstrated through movement

3AD F4 Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with dance...

PO1 Explore the correlation between dance and other subject areas

2. Predict elements and events in story

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PO1 Identify the emotional qualities . . .demonstrated through movement

3AD F4 Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with dance...

PO1 Explore the correlation between dance and other subject areas

4. Comprehend the meaning of simple written selections . . .

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Foundations

3. Use reading comprehension strategies such as drawing conclusions, summarizing, making predictions, identifying cause and effect, and differentiating fiction from nonfiction

****Activities**** Quadrants, Locomotor Dances, Character Pathway Dances, Character Tableau With Movement, Exploring Text Through Movement and I Come From

1AD F2 Create a movement phrase with a beginning, middle and end . . .

PO1 Suggest possible beginnings, middles, and endings. . .

1AD F3 Discuss own impressions (e.g. based on life experiences, concepts from other sources) of a dance

PO1 Observe and discuss a dance

PO2 Describe selected parts of a dance

PO3 Discuss how dance relates to personal experience

3AD F1 Present their own dances to peers and discuss their meaning . . .

PO2 Describe what their dance is about

PO3 Explore the choices made to create the dance

3AD F2 Discuss differing interpretations of and reactions to a dance produced by themselves and others . . .

3AD F3 Recognize and explore multiple solutions to a given movement problem

PO1 Identify multiple solutions. . .

PO2 Create multiple solutions . . .

PO3 Share multiple solutions . . .

3AD F4 Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with dance...

PO1 Explore the correlation between dance and other subject areas
1AD E1 Demonstrate the difference between literal gesture and abstract movement

4. Identify facts and the main ideas, sequence of events, define and differentiate characters, and determine an author's purpose in a range of traditional and contemporary literature

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PO2 Describe what their dance is about

PO3 Explore the choices made to create the dance

3AD F2 Discuss differing interpretations of and reactions to a dance produced by themselves and others . . .

3AD F3 Recognize and explore multiple solutions to a given movement problem

PO1 Identify multiple solutions. . .

PO2 Create multiple solutions . . .

PO3 Share multiple solutions . . .

3AD F4 Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with dance...

5. Analyze selections of fiction, nonfiction and poetry for their literary elements such as character, setting, plot, sequence of events and organization of text

****Activities**** Reflection, Character Pathway Dances, Character Tableau With Movement, Exploring Text Through Movement and I Come From

3AD F1 Present their own dances to peers and discuss their meaning . . .

PO2 Describe what their dance is about

PO3 Explore the choices made to create the dance

3AD F2 Discuss differing interpretations of and reactions to a dance produced by themselves and others . . .

3AD F3 Recognize and explore multiple solutions to a given movement problem

PO1 Identify multiple solutions. . .

PO2 Create multiple solutions . . .

PO3 Share multiple solutions . . .

3AD F4 Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with dance...

6. Follow a list of directions and evaluate those directions for clarity

A. Follow a set of written directions

B. Evaluate written directions for sequence and completeness

****Activities**** Shape Phrase Dances, Pathway, Visual Line Dances, Quadrants

3AD F1 Present their own dances to peers and discuss their meaning . . .

PO2 Describe what their dance is about

- PO3 Explore the choices made to create the dance
- 3AD F2 Discuss differing interpretations of and reactions to a dance produced by themselves and others . . .
- 3AD F3 Recognize and explore multiple solutions to a given movement problem
 - PO1 Identify multiple solutions. . .
 - PO2 Create multiple solutions . . .
 - PO3 Share multiple solutions . . .

8. Recognize the historical and cultural perspectives of literary selections

****Activities**** Reflection

- 3AD F4 Identify ways in which the principles and subject matter of other disciplines
- 3AD E1 Identify aesthetic criteria . . .for evaluating dance
- 3AD E2 Describe ways in which the principles and subject matter of other disciplines in the curriculum are interrelated
 - PO1 Explore the correlation between dance and other subject areas
- 3AD E2 Describe ways in which the principles and subject matter of other disciplines in the curriculum are interrelated with dance
 - PO1 Demonstrate knowledge of dance in different historical periods

Essentials (Grades 4-8)

2. Use reading strategies such as making inferences and predictions, summarizing, paraphrasing, differentiating fact from opinion, drawing conclusions, and determining the author's purpose and perspective to comprehend written selections

****Activities****, Character Pathway Dances, Character Tableau With Movement, Exploring Text Through Movement and I Come From

- 3AD E1 Identify aesthetic criteria . . .for evaluating dance
- 3AD E2 Describe ways in which the principles and subject matter of other disciplines in the curriculum are interrelated

3. Analyze selections of fiction, nonfiction and poetry by identifying the plot line (i.e., beginning, conflict, rising action, climax and resolution); distinguishing the main character from minor ones; describing the relationships between and motivations of characters; and making inferences about the events, setting, style, tone, mood and meaning of the selection

****Activities**** Character Pathway Dances, Character Tableau With Movement, Exploring Text Through Movement and I Come From

- 3AD F1 Present their own dances to peers and discuss their meaning . . .
 - PO2 Describe what their dance is about
 - PO3 Explore the choices made to create the dance
- 3AD F2 Discuss differing interpretations of and reactions to a dance produced by themselves and others . . .
- 3AD F3 Recognize and explore multiple solutions to a given movement problem

- PO1 Identify multiple solutions. . .
- PO2 Create multiple solutions . . .
- PO3 Share multiple solutions . . .

5. Compare and contrast the historical and cultural perspectives of literary selections

****Activities**** Character Pathway Dances, Character Tableau With Movement, Exploring Text Through Movement

- 3AD F1 Present their own dances to peers and discuss their meaning . . .
 - PO2 Describe what their dance is about
 - PO3 Explore the choices made to create the dance
- 3AD F2 Discuss differing interpretations of and reactions to a dance produced by themselves and others . . .
- 3AD F3 Recognize and explore multiple solutions to a given movement problem
 - PO1 Identify multiple solutions. . .
 - PO2 Create multiple solutions . . .
 - PO3 Share multiple solutions . . .
- 3AD E1 Identify aesthetic criteria for evaluating dance
 - PO1 List dance aesthetic criteria
 - PO2 Evaluate a given dance . . .

Proficiency

1. Apply reading strategies . . . to comprehend works of literature and documents

****Activities**** Character Pathway Dances, Character Tableau With Movement, Exploring Text Through Movement

- 2AD P1 Explain how movement choices communicate abstract ideas in dance
 - PO1 Interpret movements that express various feelings and/or ideas . . .
- 2AD P2 Create a dance that effectively communicates a contemporary social theme
 - PO2 Choreograph a dance based on a theme
- 3AD P1 Explain how personal experience influences the interpretation of a dance
 - PO2 Compare interpretational differences . . .
- 3AD P2 Create a dance and revise it over time . . .
 - PO3 Create a dance incorporating other subject areas. . .

4. Analyze classic and contemporary literature selections . . . for the universality of themes and the interaction

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 - PO3 Create a dance incorporating other subject areas. . .

Distinction

1. Analyze complex texts drawn from American and world literature . . .

****Activities**** Reflection, ** Character Pathway Dances, Character Tableau With Movement, Exploring Text Through Movement

2AD D4 Analyze twentieth century dance events in their social, historical, cultural . . contexts

2AD D5 Compare and contrast the roles and significance of dance in at least two different social, historical. . . contexts